

EDUCATION

As part of a Christian learning community at Bethel University, the Education (<https://www.bethel.edu/undergrad/academics/education/>) programs prepare educators for service in public and private schools who:

- demonstrate knowledge and competence in the context of education and content knowledge;
- understand and facilitate student learning and development;
- engage in reflective practice;
- establish collaborative relationships; and
- demonstrate a Christian worldview characterized by integrity and compassion.

Bethel's Education programs provide students the opportunity to attain licensure for teaching in the following areas:

- Elementary Education (grades K-6)
- Secondary Education:
 - a. Communication Arts and Literature (English), 5-12
 - b. Mathematics, 5-12
 - c. Social Studies, 5-12
- Education for grades K-12:
 - a. Music: Instrumental or Vocal
 - b. Special Education

In addition to the above education licenses, teaching endorsements can be added in middle level education (grades 5-8) in:

- Communication Arts and Literature
- Mathematics
- Social Studies

Bethel University's teacher education program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB), having met the standards set by the State of Minnesota through a rigorous review process.

To qualify for teacher licensure, our teacher candidates must complete their student teaching at Bethel University, this requirement cannot be transferred into Bethel. They must also demonstrate competencies on basic skills exams in the areas of reading, writing, mathematics, as well as on the MTLE, on pedagogy, and content exams in all licensure and endorsement areas. All student teachers complete the required Education Teacher Performance Assessment (edTPA). Results are reported to PELSB, which in turn reports to the United States Secretary of Education under Title II of the Higher Education Act, annual reporting requirement. The most recent reporting was for students who completed the program during the 2020-2021 school year. Pass rates: 95% basic skills (reporting MN EAS only), 98% pedagogy, and 91% subject area content.

Teacher candidates have multiple options to meet the basic skills requirement, the Minnesota Essential Academic Skills (EAS), ACT Plus Writing, or the SAT exam by earning passing scores in:

- MN Essential Academic Skills
 - A score of 520 or higher in each section (Math, Reading, and Writing)
- ACT Plus Writing

- Composite: A score of 22 or higher
- Combined English/Writing or ELA: A score of 21 or higher
- SAT (2005 - present)
 - Reading and Writing: A score of 510 or higher
 - Math: A score of 520 or higher

Elementary School Licensure Program

The elementary teacher education program is designed to prepare teachers for teaching in any elementary school. The program is developed to give elementary teachers a solid foundation in the liberal arts, knowledge and understanding of human development and learning processes, methods of teaching basic skills, and subject matter preparation.

Secondary and K-12 Licensure Programs

Programs in teaching secondary education are available in communication arts and literature (English), mathematics, and social studies. Licensure for grades K-12 is available in instrumental music, vocal music, and special education. Prospective teachers in each of these areas must complete a core of professional education courses as well as the required courses in the discipline of choice. Details of these programs are found under the appropriate program listings in this catalog.

Special Education, K-12 Academic Behavioral Strategist (ABS) Licensure Program

The ABS teacher licensure program is designed to prepare teachers for teaching in a K-12, mild-moderate special education setting. The program is developed to give ABS teachers a solid foundation in the liberal arts, knowledge and understanding of human development and learning processes for students with exceptionalities, methods of teaching students with mild-moderate disabilities in the areas of academic and behavior, and required due process procedures related to special education.

Endorsements

Formal licensure endorsements are also available to all licensure candidates (elementary, 5-12, and K-12) and can be added to a licensure program. Endorsements are available to teach grades 5-8 in the following areas: communication arts and literature, mathematics, and social studies.

Post-baccalaureate Licensure

Holders of a baccalaureate degree may qualify for a teaching license by completing the missing components of the prescribed program in which they are interested. A second bachelor's degree is not awarded to these students. Those interested in this program must make an initial contact with Bethel's Office of Admissions (<https://www.bethel.edu/undergrad/admissions/>) and then meet with the Education Department (<https://www.bethel.edu/undergrad/academics/education/>) to develop an individualized plan for completion of requirements.

General Criteria for Participation in the Teacher Education Program

A. Admission Procedures and Requirements

1. Complete at least one semester of coursework at Bethel with a minimum cumulative grade point average of 2.75 for Elementary Education and Special Education, 3.0 for Social Studies Education, and 2.5 for all other content licensure areas.

2. Successfully complete EDU 200, Introduction to Education and EDU 201, Introduction to Education Field Experience with a minimum grade of C or better.
3. During EDU 200 Introduction to Education and EDU 201 Introduction to Education Field Experience, students will:
 - a. File an application for admission to the education department, including a written autobiographical statement and references.
 - b. Be interviewed and accepted into the program upon approval of the faculty of the student's area of emphasis.
4. Meet competency requirements in basic skills (mathematics, reading, and writing) or take exams in all three areas to qualify for full admission.
5. Submit transfer course work for education department evaluation. Only coursework with a grade of C or above is transferable for credit.

B. Standards for Continuance in Education Program

1. Complete admission procedures before enrolling in additional education courses.
2. Maintain a GPA of at least 2.75 for Elementary Education and Special Education, 3.0 for Social Studies Education, and 2.5 for all other content licensure areas.
3. Earn a grade of C or better in each education course for all education majors. For elementary education majors, this also includes a grade of C or better in MAT 201M, MAT 202, NAS courses (NAS101D-104D), and all courses in endorsement areas. (Courses with grades of C- or lower must be repeated).
4. 5-8, 5-12, and K-12 majors, as well as students with middle level content endorsements, must earn a grade of C or above in each content area course. For Special Education (K-12) majors this includes MAT 101M or MAT 102M, and any two of the following: NAS 101D, NAS 102D, NAS 103D, and NAS 104D. (Courses with grades of C- or lower must be repeated.)
5. Demonstrate continual development of professional traits of educators, as presented throughout the program.

C. Additional Requirements for Program Completion

Note: There are a variety of ways these competencies can be met, including courses for credit or non-credit and workshops.

1. First Aid/CPR for elementary education majors. (This may be taken at Bethel, {AHS 120} or through a Red Cross certification program.)
2. Electronic portfolio is established during the first education course. It is maintained throughout the program to assess completion of foundational standards for teaching.
3. Appropriate proficiency levels assessed according to ACTFL proficiency guidelines for majors and endorsements in Spanish.

D. Requirements for Admission to Student Teaching

1. Be recommended for student teaching by the department(s) of the student's area of emphasis and by the student's academic advisor.
2. Complete the following coursework:
 - a. Elementary Education—all coursework, including EDU, MAT, NAS, and content courses in endorsement with a grade of C or above.
 - b. 5-8, 5-12, and K-12 majors—all EDU and content courses.
 - c. All EDU and core content courses must be completed with a grade of C or above (5-8, 5-12, and K-12 majors). For Special Education (K-12) majors this includes MAT 101M or MAT 102M, and any two of the following: NAS 101D, NAS 102D, NAS 103D, and NAS 104D.

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3. Meet competency requirements in basic skills (mathematics, reading, and writing) or take exams in all three areas to qualify.
4. Complete First Aid/CPR prior to student teaching (elementary education majors only).
5. Fulfill any Notification of Concern (NOC) contracts.
6. Acceptance for placement by a school.
7. For transfer or post-baccalaureate students the following applies:
 - a. Elementary education majors must successfully complete two semesters of coursework in education at Bethel.
 - b. Students in 5-8, 5-12, and K-12 programs must successfully complete a minimum of two courses at the 300 level or above at Bethel in the department of the student's area of emphasis. *Check with each department for specific requirements.*

E. Eligibility Standards for Minnesota Teacher Licensure

1. Complete all requirements for a baccalaureate degree.
2. Meet all basic skills requirements required by the state of Minnesota.
3. Successfully pass exams in pedagogical and content knowledge as required by the state of Minnesota.
4. Successfully complete student teaching experiences.
5. Complete Minnesota's requirement of a conduct review statement (Bureau of Criminal Apprehension).
6. Complete and submit education Teacher Performance Assessment (edTPA).

F. Appeals Process

1. Appeal of decisions for admission and/or continuation in the education program and/or course grades can be made through the Education Department as described in the Education Policy Manual or through the Bethel University appeals process as described in the Student Handbook.
2. If a student disputes a licensure decision, he/she has the right to appeal to the Minnesota Professional Educator Licensing Standards Board (PELSB).

G. Notes

1. Licensure standards and resultant program requirements are subject to change by the Minnesota Professional Educator Licensing Standards Board (PELSB).
2. Meeting the Minnesota licensure requirements is a prerequisite for Bethel University graduates seeking licensure in other states.
3. Admission to the University does not ensure admission to the education program, and admission to the education program does not ensure admission to student teaching or approval for licensure.
4. The Education Department reserves the right to consider, as part of admission to student teaching, personal and professional qualities, scholastic achievement, conduct, attitude, or other standards seen as appropriately related.

Majors in Education

Elementary Education

- B.A. in K-6 Elementary Education (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/education/k-6-elementary-education-ba/>)

5-12 Education

See respective department listings for major requirements:

- B.A. in Communication Arts and Literature Education 5-12 (English Education) (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/english/communication-arts-literature-education-5-12-english-education-ba/>)
- B.A. in Mathematics Education 5-12 (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/mathematics/mathematics-ba-education-5-12-licensure/>)
- B.A. in Social Studies Education 5-12 (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/multidisciplinary/social-studies-education-5-12-ba/>)

K-12 Education

See respective department listings for major requirements:

- B.A. in Special Education K-12 Academic Behavioral Strategist (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/education/special-education/>)
- B.Mus.Ed. in Music Education K-12 (Instrumental or Vocal) (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/music/music-education-bmused/>)

Minor in Education

- Special Education (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/education/special-education-minor/>)

Endorsements

- Communication Arts and Literature 5-8 Endorsement (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/education/middle-level-endorsements/>)
- Mathematics 5-8 Endorsement (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/education/middle-level-endorsements/>)
- Social Studies 5-8 Endorsement (<http://catalog.bethel.edu/arts-sciences/academic-programs-departments/education/middle-level-endorsements/>)

EDU 200 • Introduction to Education 3 Credits

Contemporary issues in education in the light of history and educational thought. Various aspects of growth and development are included.

Prerequisites: 15 Credits. Corequisites: Concurrent registration in EDU 201 is required. Offered: Fall, Spring.

EDU 201 • Introduction to Education Field Experience 1 Credit

A field experience requiring four hours per week observing and serving in an elementary or secondary school classroom.

Corequisites: Concurrent registration in EDU 200 is required. Offered: Fall, Spring. Special Notes: Designated times are set by the Education department.

EDU 203 • School Health and Drugs 2 Credits

Examines the roles of teachers and schools in responding to adolescent health problems, including alcohol/drug problems, with particular attention to health promotion, prevention, and referral.

Adolescent drug/alcohol use from a variety of perspectives—behavioral, pharmacological, social, legal, and clinical. Emphasis on the characteristics of effective comprehensive school-based drug abuse prevention programs.

Offered: Fall, Spring.

EDU 220 • Introduction to Middle Level Education 3 Credits

Identifies and defines the concept of exemplary and typical middle and junior high schools: philosophy, organizational structure, curriculum, and instructional characteristics. Students develop an understanding of the physical, emotional, social, cognitive, and moral stages of adolescent development and begin to develop the ability to relate middle-level program possibilities to adolescent developmental needs.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Offered: Fall, Spring.

EDU 236UZ • Exploring British Education and Culture 3 Credits

Designed for students to immerse themselves in British culture and explore the educational system, with an emphasis on the diverse populations of Pakistani and Indian students and schools. Provides students with three learning experiences: 1) observation and participation in British elementary and secondary schools; 2) homestay with a British family; and 3) cultural exploration in London and surrounding areas.

Prerequisites: EDU 200; EDU 201; GES 130 or GES 244; Admission to the Education program. Offered: January, odd # years.

EDU 240 • Educational Psychology 3 Credits

Psychological foundations of education. Various aspects of growth and development, the nature and conditions of learning, implications for teaching, and evaluation.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Corequisites: Concurrent registration in EDU 241 is required. Offered: Fall, Spring. Special Notes: Intended for 5-8, 5-12, and K-12 licensure students only.

EDU 241 • Educational Psychology Field Experience 1 Credit

A field experience requiring four hours per week in an elementary or secondary school for observation and tutorial experience in a special education setting.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Corequisites: Concurrent registration in EDU 240 is required. Offered: Fall, Spring. Special Notes: Designated times are set by the Education department.

EDU 271 • Education Psychology and Pedagogy 2 Credits

Foundational knowledge about the theories of learning, cognitive development, instructional planning and assessment practices, and professional reflection.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Corequisites: Concurrent registration in EDU 272; EDU 273; EDU 274; EDU 275 is required. Offered: Fall, Spring.

EDU 272 • Language and Literacy Development for Young Learners (K-3) 5 Credits

Foundational knowledge about language and literacy development, instructional methods, assessment practices, the creation of a literate and motivating environment, and the encouragement of family engagement in literacy.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Corequisites: Concurrent registration in EDU 271; EDU 273; EDU 274; EDU 275 is required. Offered: Fall, Spring.

EDU 273 • Primary Grade Field Experience 1 Credit

Application of effective practices done in a primary classroom, working with individual students and small reading groups.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Corequisites: Concurrent registration in EDU 271; EDU 272; EDU 274; EDU 275 is required. Offered: Fall, Spring.

EDU 274 • Education Technology 1 Credit

Methods of integrating technology into the primary grades classroom are considered. Focus on approaches with research-based technologies that enhance student learning and are linked to effective instructional strategies. Professional growth/development and developing digital citizenship/responsibility are considered.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Corequisites: Concurrent registration in EDU 271; EDU 272; EDU 273; EDU 275 is required. Offered: Fall, Spring.

EDU 275 • Kindergarten Education 1 Credit

Characteristics of kindergarten children and the curriculum and teaching strategies appropriate for their developmental level.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. Corequisites: Concurrent registration in EDU 271; EDU 272; EDU 273; EDU 274 is required. Offered: Fall, Spring.

EDU 317GZ • Educational Equity 4 Credits

Root causes and historical origins of the current disparity of opportunities in U.S. educational systems. Prepares future educators to be culturally competent and responsive critical thinkers who understand the barriers that perpetuate inequities. Addresses these challenges from a biblical and leadership perspective.

Prerequisites: [GES 130; GES 160; Contemporary Western Life and Thought (L) course; World Cultures (U) course] or [GES 244; World Cultures (U) course]. *Offered:* Fall, Spring. *Special Notes:* Includes experiential learning in schools and community events.

EDU 320 • Pedagogy and the Young Adolescent Learner 1 Credit

Discusses the differences in philosophy and pedagogy of teaching in a middle school and in a junior high school. Course activities help students define, describe, and develop the following components of contemporary middle level schools: appropriate curriculum, interdisciplinary structure, and interdisciplinary teaching.

Prerequisites: EDU 220 (may be taken concurrently) and EDU 240/EDU 241. *Corequisites:* Concurrent registration in EDU 321 is required. *Offered:* Fall, Spring.

EDU 321 • Integrated Literacy in the Content Areas 1 Credit

Understanding of literacy development strategies and the role of reading in teaching content material related to specific subject areas. Review of content area texts, assessment and practice in adapting content materials to student needs.

Prerequisites: EDU 220 (may be taken concurrently) and EDU 240/EDU 241. *Corequisites:* Concurrent registration in EDU 320 is required. *Offered:* Fall, Spring.

EDU 331 • Teaching and Learning 3 Credits

A foundational knowledge of learning psychology and teaching methodology. Examines unique considerations for youth and adult learners, metacognition, formal/informal learning, multi-modal learning, learning in a variety of fields/contexts, and iterative program assessment.

Corequisites: Concurrent registration in EDU 332 is required. *Offered:* Fall, even # years.

EDU 332 • Teaching and Learning Field Experience 1 Credit

Teaching and learning in every field of practice to pass along skill and expertise. Students work with the instructor to find shadowing field experiences where teaching and learning occur in a field of interest.

Corequisites: Concurrent registration in EDU 331 is required. *Offered:* Fall, even # years.

EDU 363 • Health Curriculum and Methods 1 Credit

Principles, curriculum, and methods of teaching health in grades K-6. Role of the teacher and school in responding to the special health needs of elementary-age children.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. *Offered:* Fall, Spring.

EDU 365 • Physical Education Curriculum and Methods 1 Credit

Principles, curriculum, and methods of teaching physical education in grades K-6.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. *Offered:* Fall.

EDU 366A • Visual Arts Curriculum and Methods 1 Credit

Methods, materials, and resources for teaching visual arts in grades K-6.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. *Offered:* Fall, Spring.

EDU 368A • Music Curriculum and Methods 1 Credit

Methods, materials, and resources for teaching music in grades K-6.

Prerequisites: EDU 200; EDU 201; Admission to the Education program. *Offered:* Fall, Spring.

EDU 390 • General Field Experience 0 Credit

Students work in local schools with licensed cooperating teachers.

Prerequisites: Approval of the Director of Education Clinical Practice. *Offered:* Fall, Spring.

EDU 400 • Methods in Teaching K-12 English to Speakers of Other Languages 3 Credits

Theories of language learning, language acquisition, and classroom methodologies at the elementary and secondary levels. Exploration of instructional resources, uses of technology, evaluative procedures, and classroom management. Development of a philosophy of English as a Second Language education and practice in unit planning and teaching.

Prerequisites: LIN 210Z; LIN 300; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 401 is required. *Offered:* Fall.

EDU 401 • Middle Level Education Field Experience in TESL 1 Credit

Classroom-based practicum in an ESL classroom of young adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced.

Corequisites: Concurrent registration in EDU 400 is required. *Offered:* Fall.

EDU 406 • Methods in Teaching 5-8 English 3 Credits

An examination of how middle level philosophy translates into practice in English classes in grades 5-8. Designed to accompany a 1 credit practicum experience in a middle level school.

Prerequisites: EDU 240; EDU 241 or EDU 271; EDU 272; EDU 273; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 407 is required. *Offered:* Spring.

EDU 407 • Middle Level Education Field Experience in English 1 Credit

Classroom-based practicum in an English class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced.

Prerequisites: EDU 240/EDU 241. *Corequisites:* Concurrent registration in EDU 406 or EDU 408 is required. *Offered:* Spring.

EDU 408 • Methods in Teaching 5-12 English 3 Credits

Methods and curriculum employed in teaching English in middle and high schools. Examines current technology in English education as well as interactive learning and teaching. Emphasizes vocabulary and academic language. Lesson and unit planning using best practices and developmentally appropriate principles.

Prerequisites: EDU 240/EDU 241; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 407 is required. *Offered:* Spring. *Special Notes:* EDU 320 is a strongly recommended corequisite.

EDU 410 • Methods in Teaching 5-8 Mathematics 3 Credits

Teaching methodologies, materials, assessment, historical and current trends and issues in curriculum, development of a philosophy of mathematics education, and other topics related to teaching and learning mathematics in grades 5-8. Practice in planning lessons and units, implementing technology, and teaching.

Prerequisites: EDU 240/EDU 241 or EDU 271; Admission to Education program. *Corequisites:* Concurrent registration in EDU 411 is required. *Offered:* Fall.

EDU 411 • Mathematics Education Field Experience in grades 5-8 or 5-12 1 Credit

Students observe and participate in a high school and/or middle school mathematics classroom (minimum 40 hours on site). Deeper understanding of preadolescent and adolescent learners as well as curriculum, instruction, and assessment in the context of grades 5-12 school communities.

Prerequisites: EDU 240/EDU 241 or EDU 271; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 410 or EDU 412 is required. *Offered:* Fall.

EDU 412 • Methods in Teaching 5-12 Mathematics 3 Credits

Teaching methodologies, materials, assessment, historical and current trends and issues in curriculum, development of a philosophy of mathematics education, and other topics related to teaching and learning mathematics in grades 5-8 and 9-12. Practice in planning lessons and units, implementing technology, and teaching.

Prerequisites: EDU 240; EDU 241; Admission to the Education program; Senior standing or Consent of instructor. *Corequisites:* Concurrent registration in EDU 411 is required. *Offered:* Fall.

EDU 413 • Methods in Teaching K-12 Art 3 Credits

Materials, methods, and curriculum employed in teaching art at both the elementary and secondary levels. Historical survey of philosophy of art education and present trends. Studio time for exploration and application of media suitable for both elementary and secondary levels.

Prerequisites: EDU 240; EDU 241; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 414 is required. *Offered:* Fall.

EDU 414 • Middle Level Education Field Experience in Art 1 Credit

Classroom-based practicum in an art class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies introduced in EDU 413.

Prerequisites: EDU 240; EDU 241. *Corequisites:* Concurrent registration in EDU 413 is required. *Offered:* Fall.

EDU 418 • Methods in Teaching 9-12 Social Studies 2 Credits

Development of ability to take concepts from several component disciplines of social studies and communicate them effectively to, or direct their acquisition by, students in grades 9-12. Curriculum trends, materials, classroom methodologies, and teacher competencies are studied and applied.

Prerequisites: EDU 220; EDU 240; EDU 241; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 419 is required. *Offered:* Spring.

EDU 419 • 5-8 Social Studies Methods and Field Experience 2 Credits

Classroom-based practicum in a social studies class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced.

Prerequisites: EDU 220; EDU 240; EDU 241; Admission to the Education program. *Corequisites:* Concurrent registration in EDU 418 is required. *Offered:* Spring.

EDU 432 • Methods in Teaching Elementary Music 3 Credits

Methods and materials for teaching music in the elementary school. The skills of singing, playing, moving, improvising, reading, and listening are explored as a means of helping children gain an intuitive and theoretical understanding of musical principles.

Prerequisites: EDU 240; EDU 241; Major or minor in music; Admission to the Education program. *Offered:* Fall, odd # years.

EDU 433 • Methods in Teaching Secondary Music 3 Credits

Methods and materials for teaching music in the middle school, junior high, and high school vocal and instrumental programs.

Prerequisites: EDU 432; Major or minor in music; Admission to the Education program. *Offered:* Spring, even # years.

EDU 434 • Middle Level Education Field Experience in Music 1 Credit

Classroom-based practicum in a music class of young adolescent learners. Emphasizes evaluation and application of concepts and strategies previously introduced.

Prerequisites: EDU 432 and Major or minor in music. *Corequisites:* Concurrent registration in EDU 433 is required. *Offered:* Spring, even # years.

EDU 470 • Math Curriculum and Methods 3 Credits

Methods, materials, and resources for teaching mathematics in grades K-6. Emphasis placed on problem solving, inquiry, and conceptual understanding in a standards-based classroom.

Prerequisites: EDU 200; EDU 201; EDU 271; EDU 272; EDU 273; EDU 274; EDU 275; EDU 317GZ; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Must be taken concurrently with EDU 471; EDU 472; EDU 473; EDU 474; EDU 475; EDU 476. *Offered:* Fall, Spring.

EDU 471 • Science Curriculum and Methods 3 Credits

Methods, materials, and resources for teaching science in grades K-6. Emphasis placed on inquiry and discovery learning, planning, and teaching in a standards-based classroom.

Prerequisites: EDU 200; EDU 201; EDU 271; EDU 272; EDU 273; EDU 274; EDU 275; EDU 317GZ; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Must be taken concurrently with EDU 470; EDU 472; EDU 473; EDU 474; EDU 475; EDU 476. *Offered:* Fall, Spring.

EDU 472 • Educational Psychology 3 Credits

Psychological foundations of education continued from EDU 371 with an emphasis on grades 4-6. Various aspects of growth and development, the nature and conditions of learning, implications for teaching, awareness of student variability, and strategies for meeting the needs of students with disabilities. Teacher/student relationships and strategies for maintaining a classroom environment where learning can occur.

Prerequisites: EDU 200; EDU 201; EDU 271; EDU 272; EDU 273; EDU 274; EDU 275; EDU 317GZ; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Must be taken concurrently with EDU 470; EDU 471; EDU 473; EDU 474; EDU 475; EDU 476. *Offered:* Fall, Spring.

EDU 473 • Reading/Language Arts Curriculum and Methods 3 Credits

Reading methods and processes with a strong emphasis on comprehension and vocabulary development. Language arts skills: writing process, grammar, spelling, drama, listening and speaking skills, viewing skills for students in grades 4-6. A variety of creative and critical response modes to integrate literature across the curriculum.

Prerequisites: EDU 200; EDU 201; EDU 271; EDU 272; EDU 273; EDU 274; EDU 275; EDU 317GZ; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Must be taken concurrently with EDU 470; EDU 471; EDU 472; EDU 474; EDU 475; EDU 476. *Offered:* Fall, Spring.

EDU 474 • Social Studies Curriculum and Methods: Planning 3 Credits

Methods, materials, and resources for teaching social studies in grades K-6. Emphasis placed on the use of process skills of the social scientist. Long- and short-term planning including integration of curriculum across content areas, embedding Minnesota Graduation Standards.

Prerequisites: EDU 200; EDU 201; EDU 271; EDU 272; EDU 273; EDU 274; EDU 275; EDU 317GZ; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Must be taken concurrently with EDU 470; EDU 471; EDU 472; EDU 473; EDU 475; EDU 476. *Offered:* Fall, Spring.

EDU 475 • Integrating Technology in the Content Areas 2 Credits

Methods of integrating technology in various grade levels and content areas are examined. Students design, implement, and access strategies for assessment and learning. Emphasis on approaches to enhance student learning, increase motivation, and link to effective instructional strategies. Professional growth/development and developing digital citizenship/responsibility are considered.

Prerequisites: EDU 200; EDU 201; EDU 271; EDU 272; EDU 273; EDU 274; EDU 275; EDU 317GZ; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Must be taken concurrently with EDU 470; EDU 471; EDU 472; EDU 473; EDU 474; EDU 476. *Offered:* Fall, Spring.

EDU 476 • Intermediate Grade Field Experience 1 Credit

Application of effective practices done in a 3rd-6th grade classroom, working with large groups as well as small groups, adapting lessons for students with special needs. Special focus on integrated planning.

Prerequisites: EDU 200; EDU 201; EDU 271; EDU 272; EDU 273; EDU 274; EDU 275; EDU 317GZ; MAT 202; NAS 101D; NAS 102D; NAS 103D; NAS 104D; Admission to the Education program. *Corequisites:* Must be taken concurrently with EDU 470; EDU 471; EDU 472; EDU 473; EDU 474; EDU 475. *Offered:* Fall, Spring. *Special Notes:* A residency option is available by application. Residents stay in the same cooperating classroom for Block 2 and student teaching.

EDU 489 • Student Teaching in Preprimary 3 Credits

Observation and student teaching in a pre-k setting in which a student will be licensed to teach. Includes participation in a seminar.

Prerequisites: EDU292/EDU293, EDU306/EDU307; EDU340; EDU342; EDU344; Admission to student teaching. *Offered:* Fall, January, Spring, Summer (depending on faculty availability).

EDU 490 • Student Teaching Block 1-15 Credits

Students teach in a school setting corresponding with their licensure area(s). Students work with a cooperating teacher and grow into teaching independently. Attendance at regularly scheduled seminars is required.

Prerequisites: Admission to student teaching and 2.50 GPA. *Offered:* Fall, Spring. *Special Notes:* Students earning a license to teach in two programs must register for EDU 490 in the initial license area and in the additional license or endorsement program. Both student teaching placements can occur within the same semester. Some situations may require the addition of student teaching during January Session. Graded on an S/U basis.

EDU 491 • Student Teaching in Middle Level 3 Credits

Observation and student teaching in fields in which a student will be licensed to teach. Involves student teaching in a Middle Level endorsement area.

Prerequisites: Admission to student teaching. *Special Notes:* Graded on an S/U basis. *Offered:* Fall, Spring.

SPD 205 • Introduction to Special Education 2 Credits

Identification of the impact that historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. Description of how culture, faith, linguistics, and the Individuals with Disabilities Education Act (IDEA) impact special education.

Prerequisites: EDU 200; EDU 201; Admission to the Teacher Education program. *Offered:* See your advisor for course rotation.

SPD 208 • Introduction to Academic and Behavior Management for the Exceptional Learner 3 Credits

Introduction to how special education and general education academic systems work together. Identification of functional behavioral assessments, processes, and principles of individual and school-wide systems of support. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direct instruction. Analysis of positive instructional environments.

Prerequisites: EDU 200 and EDU 201. *Offered:* See your advisor for course rotation.

SPD 220 • Reading Foundation 3 Credits

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms. Assessment strategies for reading and writing needs. Recognition of characteristics and instructional strategies for the specific learning disability: dyslexia.

Prerequisites: EDU 200 and EDU 201. *Offered:* See your advisor for course rotation. *Special Notes:* See your advisor if you have already taken EDU 272.

SPD 221 • Reading Field Experience 1 Credit

Supervised reading instruction in a K-12 setting. Assessment and analysis of reading ability. Creation of lessons and application of reading instruction skills/strategies. Designing of an environment that fosters reading. Identification of how personal faith connects with the professional responsibilities of a teacher. 30 hours over 10 weeks.

Prerequisites: SPD 220. *Offered:* See your advisor for course rotation. *Special Notes:* See your advisor if you have already taken EDU 273.

SPD 300 • Characteristics of Mild-Moderate Disabilities 3 Credits

Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.

Prerequisites: EDU 200 and EDU 201. *Offered:* See your advisor for course rotation.

SPD 310 • Norm-Referenced Assessment 4 Credits

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. *Prerequisites: Major in special education. Corequisites: Concurrent registration in SPD 370 is required. Offered: See your advisor for course rotation.*

SPD 318 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits

Development of an instructional sequence for students in special education. Evaluation of data for making accommodations and modifications. Identification of differentiation strategies and the relationship between teaching and learning theories and academic standards. Application of evidence-based practices. Exploration of the relationship between faith concepts and instruction in special education. *Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.*

SPD 325 • Special Education Planning and Programming 3 Credits

Development and evaluation of an individual education program based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Demonstration of best practice and collaboration techniques between school, family, and outside agencies. *Prerequisites: Major in special education. Offered: See your advisor for course rotation.*

SPD 331 • Responsive Instruction, Intervention, and Assessment 3 Credits

Identification of appropriate assessment measures and professional resources related to interventions. Interpretation of assessment and progress monitoring data to make informed instructional and placement decisions. Creation of research-based interventions, instruction, and modifications based on data collected through collaboration with stakeholders. Description of student assessment results. *Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.*

SPD 341 • Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs 3 Credits

Introduction to behavior methods and mental health for students with mild/moderate special education needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health. *Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.*

SPD 355 • Classroom-Based Assessment 3 Credits

Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age, and gender have on assessment. *Prerequisites: Major in special education. Corequisites: Concurrent registration in SPD 370 is required. Offered: See your advisor for course rotation.*

SPD 370 • Assessment Field Experience 1 Credit

Identification of students' strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Explanation of assessment results with family, student, and staff. Creation of interventions. Development of an evaluation report and a plan for continued professional development in the area of assessment. 30 hours/10 weeks. *Prerequisites: Major in special education. Corequisites: Concurrent registration in SPD 310 and SPD 355 is required. Offered: See your advisor for course rotation.*

SPD 373 • Academic Behavioral Strategist Field Experience 1 Credit

Identification of students with mild to moderate disabilities through the special education referral, evaluation, and eligibility process. Clarification of IEP team meeting and development components, as well as roles and responsibilities of IEP team members. Identification of effective academic and behavioral interventions, accommodations, and modifications. Integration of faith and teaching.

Prerequisites: Major in special education. Offered: See your advisor for course rotation.

SPD 375 • Consultation, Collaboration, & Resources 3 Credits

Focus on the communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, paraprofessionals, and agency personnel about the special needs of students. Identification of resources, outside agencies, as well as transition needs and services. Clarification of personal beliefs and adjusting to diverse student needs within special education.

Prerequisites: Major in special education. Offered: See your advisor for course rotation.

SPD 480 • Student Teaching - Academic Behavioral Strategist 14 Credits

Management of a special education teacher's responsibilities, implementation of procedures necessary to incorporate referral, assessment and evaluation, and IEP planning. Consultation with parents and professionals to provide special education services to students. Implementation of interventions. Analysis of personal and professional growth, development, and efficacy. 12 weeks supervised student teaching.

Prerequisites: Admission to student teaching; 2.75 GPA; Major in special education. Offered: See your advisor for course rotation.